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ABSTRACT

This document is a guide to student assessment for special education services, eligibility determination, and program planning for Alabama students. To present an accurate and fair picture of the individual assessed requires more than one test score or observation. This document, which is formatted for easy desk reference for daily use by the evaluator and others, addresses each area for each specific disability assessed. There is a brief summary of the purpose for using a particular instrument, and then most of the available instruments are listed in a table format. The following information is given: name of test; publisher, with contact information in Appendix B; areas tested, usually listing the domains; norm- or criterion-reference indicator; ages for which appropriate; type of scores; and comments, usually from the publisher's manual or assessment tests. Following a chart of Alabama special education required evaluations for eligibility, instrument descriptions are grouped in these categories: (1) adaptive behavior; (2) attention deficit disorder/attention deficit hyperactivity disorder; (3) autism; (4) behavior; (5) developmental delay; (6) general achievement; (7) gifted; (8) intelligence, including nonverbal intelligence; (9) mathematics; (10) observation; (11) reading; (12) speech and language; and (13) vision screening. Appendixes contain information to enhance the ability to choose the best instruments for the student. (SLD)

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ASSESSMENT FOR SPECIAL EDUCATION SERVICES, ELIGIBILITY DETERMINATION PROGRAM PLANNING

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Ed Richardson
State Superintendent of Education

State of Alabama
Department of Education
Division of Instructional Services
Special Education Services

Bulletin 2000, No. 11

ASSESSMENT FOR SPECIAL EDUCATION SERVICES, ELIGIBILITY DETERMINATION PROGRAM PLANNING

April 2001

Ed Richardson
State Superintendent of Education
Alabama State Department of Education
Division of Instructional Services
Montgomery, Alabama

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PREFACE

Assessment! There are times when the very word strikes fear in the bravest of hearts. However, administered properly and interpreted accurately, assessments will produce results to determine eligibility for special education services and program planning. The evaluator must present an accurate, fair picture of each individual assessed. To do this requires more than one test score or observation. It requires the use of both formal and informal test instruments and methods.

Formal Instruments and Informal Instruments

Formal tests are norm-referenced instruments which have been standardized and yield derived (quantitative) scores based on a given mean and standard deviation. These scores may be in terms of standard scores including IQ-type standard scores, T scores, percentiles and stanines. One may also obtain age- and grade-equivalent scores known as developmental scores. Derived scores allow for comparing a student to a norm group which is composed of like persons, that is, like in age, grade, ethnicity, socioeconomic level, geographic region, etc. Also derived scores, based on the normal curve, will provide a benchmark of how a student performed/behaved in comparison to his/her peers.

Informal instruments/methods yield current information about a student's individualness in behavior and achievement. Examples include teacher-made tests, textbook tests, criterion-referenced tests, observations, interviews, records, portfolios, checklists, questionnaires, task analysis, etc. These instruments/methods focus on the demands of the environment, the student's interaction, and the results.

Both types of instruments/methods, formal and informal, yield valuable information. The formal instrument is important when comparing the student to his/her peers, but is oftentimes not useful in classroom instruction when determining instructional/behavioral strategies for individuals. Informal testing provides specific information to the classroom teacher and is usually more relevant for developing instructional/behavioral strategies for individuals.

Format of this Document

This document is formatted for easy desk reference for daily use by the evaluator and others. Each area, for each specific disability assessed, is addressed. There is a brief summary of the purpose for using a particular instrument, and then most of the available instruments are listed in a table format. The following is given:

- Name of test.
- Publisher, in parenthesis, with contact information in Appendix B.
- Areas tested, usually listing the domains.
- Norm- or criterioned-referenced indicator.
- Ages appropriate.
- Type of scores.
- Comments - usually from the publisher's manual or assessment texts.

Furthermore, in the Appendices of this document, information is included to further enhance one's ability to choose the best instruments for the student. Included are items such as: a publisher's directory, how to determine if an instrument is suitable for a particular purpose, and how to interpret test scores.

The document is three-hole punched and paginated according to sections. Organizing the document in this manner will allow for easier and faster revisions. When test instruments are revised or new ones are published, only the section affected will be revised and distributed. In this manner, the document will stay current.

General Comments

If a test is specified as a "screener" or "short form," do not use it for initial eligibility. Screeners and short-form versions of test instruments may not be used for reevaluation if reevaluation is for eligibility. These tests may be used for other purposes.

This listing is by no means exhaustive of the many test instruments available. It is meant to be a guide as professionals choose which instrument most accurately and fairly depicts each individual student's needs.

ASSESSMENT FOR SPECIAL EDUCATION SERVICES

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ACKNOWLEDGMENTS

This document was developed to assist school personnel in choosing test instruments in the very important task of appropriately identifying students for special education services. Many offered assistance and suggestions, but in particular the Department wishes to recognize the following:

For their assistance in reading the document for local school system utility:
- Baldwin County Special Education Department
- Escambia County Special Education Department

For continuous professional input:
- Special Education Services staff members

For her excellent typing:
- Jackie Richburg

Thank you to everyone for their assistance in the preparation of this important document.

ALABAMA SPECIAL EDUCATION REQUIRED EVALUATION FOR ELIGIBILITY

Disabilities	Vision Screening	Optometric and/or Opthalmic Evaluation	Hearing Screening	Audiological	Individual Intellectual	Developmental Scale	Behavior Rating Scale or ADHD/ADD	Adaptive Behavior	Individual Education Achievement/ or Other Performance Measures	ECE Checklist	Observation	Medical Evaluation	Work Samples	Communication	Other Documentation of Impairment	Speech/ Language Evaluation *(See Code for details)	Interview	Documentation of Accommodations	Autism Scale
Autism	X		X				X and/or	X	X						X	X	X		X
Deaf/Blind		X		X					X					X				X	
Developmental Delay	X		X			X (2)					X						X		
Emotional Disturbance	X		X		X		X(3)		X		X				X				
Hearing Impairment	X			X					X									X	
Mental Retardation	X		X		X			X	X	*X									
Multiple Disabilities	X		X	(Meets all criteria for at least two other areas of disabilities.)															
Orthopedic Impairment	X		X						X						X			X	
Other Health Impairment	X		X				(For ADD/ ADHD) X (3)		X						X			X	
Specific Learning Disabilities	X		X		X		X		X	X	X		X						
Speech/ Language Impairment	X		X						X							X			
Traumatic Brain Injury	X		X						X			X							
Visual Impairment		X	X						X									X	

Source: *Alabama Administrative Code*, 10/12/00
Note: This chart lists the areas to be assessed for each disability. For more detailed information consult the *Code*.
*Changed from 7/13/99 Chart

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ADAPTIVE BEHAVIOR

Adaptive behavior instruments seek to determine a student's daily functioning within the environment. As a result of federal legislation and various case law, adaptive behavior assessment is now well entrenched as a measure to be used in determining mental retardation followed by program intervention.

Three purposes for using adaptive behavior instruments and advises careful attention to the purpose for the test results before choosing an instrument for administration. (Taylor, 1997, pp. 206-207) Specifically, Taylor discusses:

1. Eligibility decisions: For this purpose, the instrument should measure a number of areas and be normed on a general population.

2. Determining Individual Education Program (IEP) goals: These tests include very specific skills, in a sequential manner, which may be used when developing an IEP.

3. Screening: Usually used as a determiner for more in-depth probing. These tests are short and quick and should not be used for eligibility purposes because they lack depth and breadth.

ASSESSMENT OF: **ADAPTIVE BEHAVIOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Adaptive Behavior Assessment System (*The Psychological Corporation*)	Teacher Form • Communication • Community Use • Functional Academics • Home Living • Health and Safety • Leisure • Self-Care • Self-Direction • Social • Work Home Form • All the same except school living is replaced by home living	N	X (5)	X	X	X	Standard scores Mean = 100 S.D. = 15 Percentile ranks Skill area profile	• Comprehensive • Teacher and Parent Form available • Adult Form available to age 89
Adaptive Behavior Inventory (*Pro·Ed*)	• Self-care Skills • Communication Skills • Social Skills • Academic Skills • Occupational Skills	N		X	X		Percentile ranks Standard scores Mean = 100 S.D. = 15	• Useful for diagnosis and placement decisions

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ASSESSMENT OF: **ADAPTIVE BEHAVIOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
AAMR Adaptive Behavior Scale - School Second Edition (*Pro·Ed*)	• 10 Domains Independent Functioning Physical Development Economic Activity Language Development Numbers and Time Domestic Activity Prevocational/Vocational Activity Self-Direction Socialization • Maladaptive Behavior 8 Domains	N		X	X	X (21)	Percentile ranks Standard scores Mean = 100 S.D. = 15	• Useful for eligibility decisions • Residential and community edition also available
The Adaptive Behavior Evaluation Scales - Revised (*Hawthorne*)	• Communication Skills • Self-Care • Home Living • Social Skills • Community Use • Self-Direction • Health & Safety • Functional Academics • Leisure • Work Skills	N	X (5)	X	X		Percentile ranks Standard scores Mean = 100 S.D. = 15	• Spanish version available • Computerized scoring • Useful for eligibility • Intervention manual available • Home and school forms available

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ASSESSMENT OF: **ADAPTIVE BEHAVIOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Scales of Independent Behavior - Revised (SIB-R) *(Riverside Publishing)*	• 4 Clusters Motor Skills Social Interaction and Communication Cluster Personal Living Skills Community Living Skills • Maladaptive Behavior	N	X Infancy	X	X	X (80)	Age equivalent scores Standard scores Mean = 100 S.D. = 15 Percentile ranks Instructional ranges Relative performance indexes Functioning levels Support score	• Spanish version available • Computerized Scoring System • Forms available: Full Scale, Short Form, Early Development • Useful for eligibility decisions • Support score helpful for placement • Full Scale Edition should be used for initial placement
Vineland Adaptive Behavior Scales *(AGS)*	• 4 Domains Communication Daily Living Skills Socialization Motor Skills • Maladaptive Behaviors	N	X	X	X		Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalent scores Stanines	• Useful for eligibility decisions • Forms available: Classroom, Interview: including Survey and Expanded • In the Classroom Edition, teachers may not have observed the behavior and still must answer, also only may be used ages 3 through 13.

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ATTENTION DEFICIT DISORDER/ ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADD/ADHD)

For children suspected of having ADD/ADHD syndrome, behavior rating scales or ADD/ADHD scales must be completed. They can provide a dimension from the parent's and teacher's point of view concerning the child's behavior. "They offer structure to an assessment or evaluation and can be used in almost any environment to gather data from almost any source. The important concept to remember is that rating scales provide an index of someone's perception of a student's behavior."
(Salvia and Ysseldyke, 1998, p. 600)

ASSESSMENT OF: **ADD/ADHD**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Attention Deficit/Hyperactivity Disorder Test (*Hawthorne*)	• Hyperactivity • Impulsivity • Inattention	N	X	X	X	X (23)	Subscale standard scores Percentile scores	• Home and school version available • Intervention manual available • Computer program
Attention Deficit Disorders Evaluation Scale (*Hawthorne*)	• Hyperactivity • Impulsivity • Inattention	N	X	X	X	X (20)	Percentile scores Subscale standard scores	• Home and school version available • Intervention manual available • Computer program
ADD-H Comprehension Teacher's Rating Scale (Second Edition) (*Stoelting*)	• Attention • Hyperactivity • Social Skills • Oppositional Behavior	N	X	X	X			

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ASSESSMENT OF: **ADD/ADHD**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Behavior Assessment System for Children (BASC) 5 Components Teacher Rating Scales (TRS) 3 age levels Parent Rating Scales (PRS) 3 age levels Self-Report of Personality (SRP) 2 age levels Structured Developmental History (SDH) Student Observation System (SOS) *(AGS)*	• TRS, PRS, SRP 5 areas: Externalizing Problems Internalizing Problems School Problems Other Problems Adaptive Skills • SDH - completed in an interview or may be given to parent for completion • SOS - direct classroom observation	N	X	X	X		T-Scores Mean = 50 S.D. = 10 Percentile ranks	• Useful for eligibility decisions and developing behavior plans • T-Scores easily converted to Mean =100; S.D. = 15 using normal curve • Has general, clinical and gender norms. Gender norms are a subset of the general norm sample • Response items are age specific • Use general norms for eligibility • Clinical significance is 2 standard deviations from the mean
Connors' Rating Scales - Revised (CRS-R) *(The Psychological Corporation)*	• Hyperactivity • Conduct Problems • Emotional Overindulgence • Anxious/Passive • Asocial • Daydream-Attendance Problem	N	X	X	X		Subscale scores T-scale Mean = 50 S.D. = 10	• Long and short versions • Computer program

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AUTISM

Autism, being the complex disorder that it is, requires a variety of measures, both formal and informal, to reach a decision concerning a student's eligibility. One type of measure, the autism rating scale, based on a structured observation, is designed specifically to discriminate amongst a host of behaviors and skills performed by the student. It should "tap a predetermined set of social, conversational, and behavioral qualities, using a standard set of ratings..." (Schopler & Mesibov, 1988, p. 24).

ASSESSMENT OF: **AUTISM**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Autistic Diagnostic Interview (ADI) (*In press*)	• Language and Communication • Social Development • Development of Play		X	X	X		Ratings	• Specific attention to development at 30 months and 36 months compared to current development • Investigative-style interview
Autism Diagnostic Observation Schedule (*In press*)	Modules • Used with those who do not consistently use phrase speech • Used with those who use phrase speech but are not verbally fluent • Used with children who are verbally fluent • Used with verbally fluent adolescents and adults • Social behaviors • Communicative behaviors		X	X	X			• Standardized interview/observation

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ASSESSMENT OF: **AUTISM**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Autism Screening Instrument for Educational Planning - Second Edition (*Pro·Ed*)	• Vocal Behavior • Interaction • Communication • Determination of Learning Rate • Behavioral	N	X (18 mos.)	X	X	X	Percentile ranks Standard scores	• Screener
Childhood Autism Rating Scale (CARS) (*Pro·Ed*)	• Relating to People • Imitation • Emotional Response • Body Use • Object Use • Other		X (2)	X	X	X	Ranking scale	• Standardized • Useful for observation • Possible screener (11th MM Yearbook, p. 171)
Gilliam Autism Rating Scale (GARS) (*Pro·Ed*)	• Stereotyped Behaviors • Communication • Social Interaction • Developmental Disturbances	N	X	X	X	X (22)	Percentile ranks Standard scores Mean = 100 S.D. = 15	• May be used for eligibility

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BEHAVIOR

When students are referred for special services based on behavior, the indication is that the student's behavior in the educational environment is viewed as being inappropriate for the student's age and/or grade level. The student may be acting out, inattentive, aggressive, disobedient, uncooperative, withdrawn, or depressed.

In assessing behavior problems, it is important not to view them in isolation because students with behavior problems may also have other accompanying disabilities such as mental retardation or learning disabilities. The assessment of a student's behavior in the educational environmental begins with questioning the student's current status in the educational environment as well as the student's level of socio-emotional development. Assessment then progresses to considering aspects of behavior that include the student's self-concept; feelings about peers, teachers, and family; the classroom environment; student interests and attitudes about school and learning; and motivational factors (McLaughlin and Lewis, 1990).

ASSESSMENT OF: **BEHAVIOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Behavior Assessment System for Children (BASC) 5 Components Teacher Rating Scales (TRS) 3 age levels Parent Rating Scales (PRS) 3 age levels Self-Report of Personality (SRP) 2 age levels Structured Developmental History (SDH) Student Observation System (SOS) (*AGS*)	• TRS, PRS, SRP 5 areas: Externalizing Problems Internalizing Problems School Problems Other Problems Adaptive Skills • SDH - completed in an interview or may be given to parent for completion • SOS - direct classroom observation	N	X	X	X		T-Scores Mean = 50 S.D. = 10 Percentile ranks	• Useful for eligibility decisions and developing behavior plans • T-Scores easily converted to Mean = 100; SD = 15 using normal curve • Has general, clinical and gender norms - gender norms are a subset of the general norm sample • Response items are age specific • Use general norms for eligibility. • Clinical significance is 2 standard deviations from the mean
Behavior Rating Profile - 2 (BRP-2) 4 Components Student Rating Scales - Home, School, and Peer Teacher Rating Scale Sociogram (*Pro·Ed*)	• School • Home • Peers	N		X	X		Standard scores Mean = 10 S.D. = 3 Percentile ranks	• Useful instrument for determining behaviors

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ASSESSMENT OF: **BEHAVIOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Burks Behavior Rating Scales (*Western Psychological Services*)	• 19 Behavior Categories	N	X	X			Raw scores with descriptive interpretations	• Somewhat useful for screening • Has limited use for school setting - clinically oriented
Child Behavior Checklist (*The Psychological Corporation*)	• Involvement with social organizations • Friendships • Behavior Problems	N	X (2)	X	X (16)		T-scores Mean = 50 S.D. = 10 Child Behavior Profile	• Useful for eligibility • Profiles for boys and girls • Components available: Teacher Report Form Direct Observation Form Youth Self-Report
Conners' Rating System - Revised (CRS-R) (*Western Psychological Services*)	• Oppositional • Cognitive Problems • Hyperactive-Impulsive • ADHD Index • Anxious/Shy • Perfectionism • Social Problems • DSM-IV Symptom Subscales	N	X	X	X		Ranking	• Parent and teacher forms • Adolescent self-report scale • Long and short versions
Devereux Behavior Rating Scale-School Form (*The Psychological Corporation*)	• Interpersonal Problems • Inappropriate Behaviors/Feelings • Depression • Physical Symptoms/Fears	N	X (5)	X	X		Standard scores Mean = 10 S.D. = 3 Percentile ranks	• Appropriate for eligibility decisions

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ASSESSMENT OF: **BEHAVIOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
The Behavior Evaluation Scale -2 (*Hawthorne*)	• Learning Problems • Interpersonal Difficulties • Inappropriate Behaviors • Unhappiness/Depression • Physical Symptoms/Fears	N	X (K)	X	X		Percentile ranks Standard scores Mean = 100 S.D. = 15	• Home and school version • Intervention manual • Computer program
The Walker Problem Behavior Identification Checklist (*Western Psychological Services*)	• Acting Out • Withdrawal • Distractibility • Disturbed Peer Relations • Immaturity	N	X				T-scores Mean = 50 S.D. = 10	• Screening instrument

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DEVELOPMENTAL DELAY

The requirement to identify children by traditional disability categories in the early years might result in a premature categorization or miscategorization of children and consequently inappropriate services; therefore, Alabama has chosen to allow the use of Developmental Delay as a category of eligibility for all children 3- through 8-years of age. Developmental Delay is a condition which represents a significant delay in the process of development. It does not refer to a condition in which a child is slightly or momentarily lagging in development. The presence of Developmental Delay is an indication that the process of development is significantly affected and that without special intervention, it is likely that educational performance will be affected. In order to properly identify a child as developmentally delayed, the assessment requires consideration of the whole child through the use of multiple sources, informants, settings, and measures.

ASSESSMENT OF: **DEVELOPMENTAL DELAY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Assessment, Evaluation, and Programming System Measurement for Three to Six Years (*Paul H. Brookes*)	• Cognitive • Adaptive • Social-Emotional • Social-Communication • Fine Motor • Gross Motor	C	3 to 6 years				Domain percent scores	• Includes family questionnaires and associated curriculum
Battelle Developmental Inventory (*Riverside Publishing Company*)	• Adaptive • Social Emotional Communication Motor • Cognition	N	Birth to 6 years				Standard scores Mean = 100 S.D. = 15 Developmental percentiles Age equivalents	
Brigance Inventory of Early Development-R (*Curriculum Associates*)	• Preambulatory Motor • Gross Motor • Fine Motor • Self Help • Speech and Language • General Knowledge • Readiness • Basic Reading • Manuscript Writing • Basic Math	C	Birth to 7 years				Estimated developmental age scores	

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ASSESSMENT OF: **DEVELOPMENTAL DELAY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Carolina Curriculum for Preschoolers with Special Needs (*Paul H. Brookes*)	• Cognition • Communication • Social • Adaptive • Fine Motor • Gross Motor	C	2 to 5 years				Estimated developmental age scores	• Associated curriculum
Developmental Assessment of Young Children (*Pro·Ed*)	• Cognitive • Communication • Social/Emotional • Physical • Adaptive Behavior	N	Birth to 5 years, 11 months				Standard scores Mean = 100 S.D. = 15	
Developmental Assessment for Individuals with Severe Disabilities - 2 (*Pro·Ed*)	• Social/Emotional • Language • Sensory Motor • Activities of Daily Living • Basic Academics	C	Birth to 6 years				Developmental age equivalents	

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ASSESSMENT OF: **DEVELOPMENTAL DELAY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Devereux Early Childhood Assessment (*The Psychological Corporation*)	• Social • Emotional	N	2 to 5 years				Standard scores Mean = 50 S.D. = 10	
Hawaii Early Learning Profile for Special Preschoolers (*VORT Corporation*)	• Self help • Motor • Communication • Social • Learning • Cognitive	C	3 to 6 years				Estimated developmental age scores	• Associated curriculum
Learning Accomplishment Profile - Diagnostic (*Kaplan, Inc.*)	• Physical • Self Help • Social • Academic • Communication	N	30 to 60 months				*z* scores Age equivalent scores	

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ASSESSMENT OF: **DEVELOPMENTAL DELAY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Mullen Scales of Early Learning (*AGS*)	• Gross Motor • Fine Motor • Expressive Language • Receptive Language • Visual Perception	N	Birth to 5 years, 7 months				Standard scores Mean = 0 S.D. = 1	
Peabody Developmental Motor Scales (*Riverside Publishing*)	• Gross Motor • Fine Motor	N	Birth to 5 years				Standard scores Mean = 100 S.D. = 15	
Portage Guide to Early Education-R (*Cooperative Educational Service Agency*)	• Infant Stimulation • Socialization • Language • Self Help • Cognitive • Motor	C	3 to 6 years				Estimated developmental age scores	
Preschool and Kindergarten Behavior Scales (*Pro·Ed*)	• Social Skills • Problem Behaviors	N	3 to 6 years				Standard scores Mean = 100 S.D. = 15	

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ASSESSMENT OF: **DEVELOPMENTAL DELAY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Preschool Language Scale - 3 (PLS-3) (*The Psychological Corporation*)	• Receptive Language • Expressive Language	N	Birth to 7 years				Standard scores Mean = 100 S.D. = 15	
Social Competence and Behavior Evaluation - Preschool Edition (*Western Psychological Services*)	• Social Competence • Affective Expression • Adjustment	N	2 years, 6 months to 5 years				Standard scores Mean = 50 S.D. = 10	
Social Skills Rating System (*AGS*)	• Social Skills • Problem Behavior • Academic Competence (K-6th Grade only)	N	3 to 5 years	K to 6th Grade			Standard scores Mean = 100 S.D. = 15	• Parent Form • Teacher Form • Student Form • (K - 6th Grade only)

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ASSESSMENT OF: **DEVELOPMENTAL DELAY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Early Language Development - 3 (TELD-3) *(Pro-Ed)*	• Receptive Language • Expressive Language	N	2 years to 7 years, 11 months				Standard scores Mean = 100 S.D. = 15	
Vineland Social Emotional Early Childhood Scale *(AGS)*	• Social • Emotional	N	Birth to 5 years, 11 months				Standard scores Mean = 100 S.D. = 15	

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GENERAL ACHIEVEMENT

Assessment of general academic achievement determines the level of the student's current school performance. The performance may be measured based on a norm group of similar students, a specific curriculum, or a specific course. Data gained from assessing the student's current level of academic performance may be used in making decisions regarding adequacy of performance compared to expectations for grade/age, appropriateness of curriculum, severe discrepancy between intellectual ability and achievement, eligibility for special education services, and development of a program of specialized services.

Individual achievement tests provide assessment of the progress made by students with disabilities. The tests are usually untimed and often provide flexibility for obtaining the best responses. Also, the test administrator is able to more readily ascertain when the student's behavior interferes with the test administration.

ASSESSMENT OF: **GENERAL ACHIEVEMENT**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Diagnostic Achievement Battery-3 (*Pro·Ed*)	• Listening • Speaking • Reading • Writing • Mathematics • Spoken Language • Written Language	N		X	X (14)		Standard scores Mean = 100 S.D. = 15 Percentile ranks	• Composite scores are preferred when making eligibility decisions
Diagnostic Achievement Test for Adolescents-2 (*Pro·Ed*)	• 13 Subtests in: Language Reading Mathematics Writing <u>Supplemental</u> Science Social Studies Reference Skills	N			X		Standard scores Mean = 100 S.D. = 15 Percentile ranks Achievement screener	• Good for adolescent overall achievement • Use subtests with caution • Computer scoring available
Hamil Multiability Achievement Test (*Pro·Ed*)	• Reading • Writing • Mathematics • Facts	N		X (7)	X		Standard scores Mean = 100 S.D. = 15	

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ASSESSMENT OF: **GENERAL ACHIEVEMENT**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Kaufman - Survey of Early Academic and Language Skills (K-SEALS) *(AGS)*	• Expressive skills • Receptive skills • Number skills • Letter and word skills • Articulation	N	X	X (6)			Percentile ranks Standard scores Mean = 100 S.D. = 15	
Kaufman Test of Educational Achievement (KTEA/NU) *(Riverside Publishing)*	Comprehensive • Mathematics Applications • Reading Decoding • Spelling • Reading Comprehension • Mathematics Brief • Reading • Spelling • Mathematics	N		X	X	X	Percentile ranks Age and grade equivalent Stanines Standard scores Mean = 100 S.D. = 15	• Forms available: Brief and Comprehensive • Comprehensive has good error analysis guidelines • Use comprehensive form for eligibility • Computer scoring available
Peabody Individual Achievement Test - R/NU (PIAT-R/NU) *(AGS)*	• General Information • Reading Recognition • Reading Comprehension • Mathematics • Spelling • Written Expression (Optional)	N		X	X	X	Percentile ranks Grade and age equivalents Stanines Normal curve equivalents (NCE) Standard scores Mean = 100 S.D. = 15	• Computer program available

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ASSESSMENT OF: **GENERAL ACHIEVEMENT**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Wechsler Individual Achievment Test (WIAT) (*The Psychological Corporation*)	• Basic Reading • Mathematics Reasoning • Spelling • Reading Comprehension • Numerical Operations • Listening Comprehension • Oral Expression • Written Expression	N		X (5)	X (19)		Standard scores Mean = 100 S.D. = 15 Age and grade equivalents Percentile ranks Stanines Normal curve equivalents	• Co-normed with WISC-III and has a linking sample with WPPSI-R and WAIS-R • Measures discreet areas for specific learning disabilities • Possibly limited floor for younger students or those suspected of mental retardation • Computer scoring available

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ASSESSMENT OF: **GENERAL ACHIEVEMENT**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Woodcock-Johnson-III Tests of Achievement *(Riverside Publishing)*	• Standard Battery Letter-Word Identification Passage Comprehension Reading Fluency Calculation Applied Problems Math Fluency Writing Fluency Writing Samples Story Recall Understanding Directions Spelling • Supplemental Battery Word Attack Reading Vocabulary Quantitative Concepts Editing Academic Knowledge Picture Vocabulary Oral Comprehension	N	X	X	X	X	Standard scores Mean = 100 S.D. = 15 Percentile ranks Relative Mastery Index Stanines Age/grade equivalents	• Spanish version available • Computer scoring • Total achievement score available with this new version. May be used to calculate achievement - ability discrepancy for possible specific learning disability.

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GIFTED

Special instruments may be necessary to identify intellectually gifted students because they perform at high levels in academic and/or creative fields when compared with others of their age, experience, or environment. Because they are found in all populations, across all economic strata, and in all human endeavors, the screening and eligibility instruments used in the identification process must be diverse, reaching each of these segments.

ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Comprehensive Test of Nonverbal Intelligence (CTONI) *(AGS)*	• Intelligence	N		X	X	X	Standard scores Mean = 100 S.D. = 15	• A nonverbal assessment recommended for individuals who are bilingual, ESL, economically disadvantaged, or deaf Special efforts were made to eliminate sources of cultural, gender, racial, or linguistic bias • Individual administration • Used for placement
Creativity Assessment Packet (CAP) *(Pro·Ed)*	• Creativity	N		X	X		Weighted raw scores	• Group administered • Used as screener

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Das-Naglieri Cognitive Assessment System (CAS) (*Riverside Publishing*)	• Intelligence	N		X	X		Standard scores Mean = 100 S.D. = 15	• Facilitates the identification of giftedness • Special attention was paid to making the CAS fair for minority groups • Individual administration • Used for placement
Differential Ability Scales (DAS) (*The Psychological Corporation*)	• Intelligence • Achievement Basic Number Skills Spelling Word Reading	N	X	X	X		Standard scores Mean = 100 S.D. = 15	• Out-of-level use is allowed making this test especially useful for children high in ability • May be used for eligibility
Gifted and Talented Evaluation Scale (GATES) (*Stoelting*)	• Gifted Behaviors		X (Age 5)	X	X			• Individual administration • Used for placement

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Gifted Evaluation Scale (GES) (*Hawthorne*)	• Gifted Behaviors	N	X (Age 5)	X	X		Subscale standard scores Quotient score Percentile ranks	• Individual administration • Used for placement
Group Inventory for Finding Creative Talent (GIFT) (*Educational Assessment Service*)	• Creativity	N		X	X		Normal curve equivalents (NCE) Percentile ranks Stanines	• Individual administration • Used as screener
Kaufman Assessment Battery for Children (K-ABC) (*AGS*)	• Intelligence	N	X	X	X (12.5)		Standard scores Mean = 100 S.D. = 15	• Nondiscriminatory assessment was a major consideration in developing the K-ABC • Individual administration • Used for placement

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Kaufman - Brief Intelligence Test (K-BIT) (*AGS*)	• Intelligence	N	X	X	X	X	Standard scores Mean = 100 S.D. = 15	
Leiter-R (*Stoelting*)	• Intelligence	N	X	X	X (20. 11)		Standard scores Mean = 100 S.D. = 15 Percentile ranks	• A nonverbal assessment specially suited for disadvantaged, ESL, and hearing impaired • Shows exceptional fairness for all cultural and ethnic backgrounds • Individual administration • Used for placement
Naglieri Nonverbal Ability Test - Multilevel Form (NNAT) (*The Psychological Corporation*)	• Intelligence	N	X (Age 5)	X	X		Standard scores Mean = 100 S.D. = 15	• Effective for identifying gifted and talented students from diverse cultural groups • Group administration • Used for screening or placement

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Raven's Progressive Matrices (*The Psychological Corporation*)	• Intelligence	N		X			Percentile ranks	• A nonverbal assessment - The Advanced Progressive Matrices is recommended for gifted • Individual administration • Used for placement
Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS). Also known as: Renzulli-Hartman Scales (*Creative Learning*)	• Gifted Behaviors			X	X		Weighted scores	• LEA must develop local norms to use this scale for eligibility determination • Individual administration • Used for placement
Screening Assessment for Gifted Elementary Students (SAGES) (*Prufrock Press*)	• Aptitude • Achievement • Creativity	N	X (5.0)	X	X (12. 11)		Standard scores Mean = 10 S.D. = 3 Quotient Percentile ranks	• There are two versions: one for ages 5.0 - 8.11 and one for ages 7.0 - 12.11 • Individual administration • Used as screener

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Stanford-Binet Intelligence Scale - Fourth Edition (SBIS-4) (*Riverside Publishing*)	• Intelligence	N	X	X	X	X	Standard scores Mean = 100 S.D. = 16	• Individual administration • Used for placement
Test of Early Mathematics Ability: Second Edition (TEMA-2) (*Stoelting*)	• Achievement	N	X	X (8.11)			Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalents	• Described as "...a test that can be used to...identify gifted students" • Individual administration • Used for placement
Test of Mathematical Abilities for Gifted Students (TOMAGS) (*Prufrock Press*)	• Achievement	N		X			Standard scores	• Group or individual administration • Used for placement

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Non-Verbal Intelligence - 3 (TONI-3) (*Prufrock Press*)	• Intelligence	N	X (5)	X	X	X	Standard scores Mean = 100 S.D. = 15	• A bias-free, culture-free, instrument for identifying gifted and talented students • Group or individual administration • Used for placement
Torrance Tests of Creative Thinking (TTCT) - Figural and Verbal (*Scholastic Testing Service, Inc.*)	• Creativity		X (Age 5)	X	X	X	Standard scores Percentile ranks Creativity index	• Group or individual administration • Used for placement
Trait, Aptitude, Behaviors (TAB) (*University of Georgia*)	• Gifted Behaviors			X (5)	X		Standard scores Mean = 100 S.D. = 15	• Unprecedented fairness for individuals with culturally diverse backgrounds • Individual administration • Used for placement

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ASSESSMENT OF: **GIFTED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Universal Nonverbal Intelligence Test (UNIT) (*Riverside Publishing*)	• Reasoning • Memory • Symbolic • Non-Symbolic	N	X (5)	X	X (17)		Standard scores Mean = 100 S.D. = 15 Percentile ranks	• Entirely nonverbal administration and response formats • Unprecedented fairness for individuals with culturally diverse backgrounds
Wechsler Intelligence Scale for Children - Third Edition (WISC-III) (*The Psychological Corporation*)	• Intelligence Verbal Performance	N	X (6)	X	X (16. 11)		Standard scores Mean = 100 S.D. = 15	• Individual administration • Used for placement

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INTELLIGENCE
(INCLUDING NONVERBAL INTELLIGENCE)

Assessment of intelligence measures the ability to apply and generalize learning over a wide range of life experiences. The assessment of learning aptitude is traditionally associated with standardized measures of intellectual performance. Assessments of intelligence are useful in determining eligibility, placement, and programming. Individual intelligence tests are preferred over group tests because of their reliability and predictive capabilities. However, even with reliable and valid measures of intelligence, the following should be considered:

1. Resulting IQ scores can change, sometimes dramatically, from one testing to the next. This is a primary reason for not relying solely on a single assessment measure to make eligibility decisions.
2. All IQ tests are culturally biased to some degree. It is important to consider the student's age, culture, language, and experiential background when choosing an appropriate IQ test.
3. The younger the child, the less reliable and valid are the test scores.

IQ tests may be verbal or nonverbal. Verbal IQ tests, which are language loaded, are disadvantageous to certain groups of individuals. Therefore, nonverbal IQ tests may be used for assessing intelligence in students "...who have speech, language, or hearing impairments, color-vision deficiencies; different cultural and language backgrounds; and those who are noncommunicative" (Bracken and McCallum, 1998, page 1).

ASSESSMENT OF: **INTELLIGENCE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Das-Naglieri Cognitive Assessment System (CAS) (*Riverside Publishing*)	• Intelligence	N		X	X		Standard scores Mean = 100 S.D. = 15	• Facilitates the identification of giftedness. Special attention was paid to making the CAS fair for minority groups. • Individual administration • Used for placement
Detroit Tests of Learning Aptitude - 3 (*AGS*)	• Subtests • 3 Domains Linguistic Attentional Motoric	N		X	X		Standard scores Mean = 100 S.D. = 15 Percentiles ranks Age equivalents	• Use as an aptitude test • Some subtests may be used with students with visual or hearing impairments

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ASSESSMENT OF: **INTELLIGENCE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Differential Ability Scales (DAS) (*The Psychological Corporation*)	• Cognitive Battery Preschool Level (3-1/2 to 6) School Age (6-17) • School Achievement Tests (6-17)	N	X	X	X		Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalents Grade equivalents	• Use General Conceptual Ability (GCA) score for overall ability • Has guidelines for "extended" and "out-of-level testing" for students higher or lower than age peers • Administration time: approximately 40-50 minutes • Out-of-level use is allowed making this test especially useful for children high in ability • May be used for gifted placement
Kaufman Assessment Battery for Children (K-ABC) (*AGS*)	• Sequential Processing • Simultaneous Processing • Achievement	N	X (2:06)	X (12:06)			Scaled scores Standard scores Mean = 100 S.D. = 15 Percentile ranks Sociocultural percentile ranks	• Limited in use for older children testing for gifted • Nondiscriminatory assessment was a major consideration in development • May be used for gifted eligibility

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ASSESSMENT OF: **INTELLIGENCE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Stanford-Binet Intelligence Scale - Fourth Edition (SBIS-4) (*Riverside Publishing*)	• General Intelligence • 3 Broad Factors Crystalized abilities Fluid-analytic abilities Short-term memory	N	X	X	X	X	Standard scores Mean = 100 S.D. = 16	• Use the global composite score for determining severe discrepancy for LD Note: When using for SLD to determine a severe discrepancy, the score must first be converted to the metric: mean = 100, S.D. = 15 • May be used for gifted placement.
Torrence Tests of Creative Thinking (TTCT) - Figural and Verbal (*Scholastic Testing Services*)	• Verbal Creativity • Figural Creativity	N		X	X	X	T-scale scores Mean = 50 S.D. = 10	• May be used for gifted placement
Wechsler Intelligence Scale for Children Third Edition (WISC-III) (*The Psychological Corporation*)	• General Intelligence • Verbal • Performance	N		X	X		Standard scores Mean = 100 S.D. = 15 Index score equivalents	• Normed concurrently with Wechsler Individual Achievement Test (WIAT) • Spanish version available
Wechsler Preschool and Primary Scale of Intelligence - Revised (*The Psychological Corporation*)	• General Intelligence • Verbal • Performance	N	X	X (7:03)			Standard scores Mean = 100 S.D. = 15	

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ASSESSMENT OF: **INTELLIGENCE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Wechsler Adult Intelligence Scale - III (*The Psychological Corporation*)	• General Intelligence • Verbal • Performance	N			X (16)	X	Standard scores Mean = 100 S.D. = 15 Index score equivalents	• Spanish version available
Woodcock-Johnson - III (Cognitive) (*The Psychological Corporation*)	• Verbal Ability • Thinking Ability • Cognitive Efficiency	N	X	X	X	X	Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalent	• Spanish version available • May be used for eligibility • Computer scoring

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ASSESSMENT OF: **NONVERBAL ABILITY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Comprehensive Test of Nonverbal Intelligence (CTONI) (*Pro·Ed*)	• Pictorial Analogies • Pictorial Categories • Pictorial Sequences • Geometric Analogies • Geometric Categories • Geometric Sequences	N		X	X	X (90)	Standard scores Mean = 100 S.D. = 15 Percentile ranks Stanines	• Designed to be unbiased with regard to gender, race, ethnicity, and language spoken in home • Recommended for individuals who are bilingual, ESL, economically disadvantaged, or deaf. Special efforts were made to eliminate sources of cultural, gender, racial, or linguistic bias. • May be used for gifted eligibility
Leiter-R (*Stoelting*)	• Fluid Reasoning • Fundamental Visualization • Attention • Recognitive Memory • Associative Memory • Memory Span	N	X	X	X (20:11)		Standard scores Mean = 100 S.D. = 15 Percentile ranks	• Completely nonverbal • Does not require a spoken word from examiner or examinee • Especially suited for disadvantaged, ESL, and hearing impaired. Shows exceptional fairness for all cultural and ethnic backgrounds • May be used for gifted placement

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ASSESSMENT OF: **NONVERBAL ABILITY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Matrix Analysis Test-Expanded Form (*The Psychological Corporation*)	• Reasoning Abilities Analogy Serial Reasoning Spatial Visualization Pattern Completion	N	X (5)	X	X (17)		Standard scores Mean = 100 S.D. = 15 Percentile ranks Stanines	• Requires minimal verbal comprehension • No verbal response
Naglieri Nonverbal Ability Test - Individual Administration (NNAT) (*The Psychological Corporation*)	• Nonverbal Reasoning	N	X	X	X (17)		Nonverbal ability index Percentile ranks	• No reading or writing • Used as screener or placement for gifted • Effective for identifying gifted and talented students from diverse cultural groups
Raven's Progressive Matrices (*The Psychological Corporation*)	• School Ability		X (5)	X	X	X	Percentile ranks	• Leveled - 3 versions - Coloured Progressive Matrices (5-11 years) - Standard Progressive Matrices (6-16+) - Advanced Progressive Matrices (12-16+) • Recommended for gifted placement

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ASSESSMENT OF: **NONVERBAL ABILITY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Nonverbal Intelligence-3 (TONI-3) (*Pro·Ed*)	• Abstract Reasoning • Problem Solving	N	X	X	X	X (90)	Standard scores Mean = 100 S.D. = 15 Percentile ranks	• Well-suited for individuals with communication disorders • Equivalent forms for pre- and post-testing • Ideal for schools seeking a bias-free, culture-fair, instrument for identifying the gifted and talented • May be used for gifted placement
Universal Nonverbal Intelligence Test (UNIT) (*Riverside Publishing*)	• Reasoning • Memory • Symbolic • Non-Symbolic	N	X (5)	X	X (17)		Standard scores Mean = 100 S.D. = 15 Percentile ranks	• Entirely nonverbal administration and response formats • Unprecedented fairness for individuals with culturally diverse backgrounds • May be used for gifted placement

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MATHEMATICS

Mathematics assessments seek to determine a student's mathematical skill in the following areas: application of concepts in daily life, computation, reasoning, and vocabulary (content, operations, and applications). Authorities now recognize that problems in mathematics are second only to reading disabilities as academic problems for students with learning disabilities (Hallahan and Kauffman, 1997).

As with all academic area assessment instruments, the results are used three-fold:

1. determining eligibility/placement of students,
2. determining IEP goals and benchmarks, and
3. determining remediation strategies, accommodations, and modifications that will facilitate academic success for the student.

ASSESSMENT OF: **MATHEMATICS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Key-Math-Revised/NU (*AGS*)	• Basic Concepts • Operations • Applications	N		X	X		Standard scores Mean = 100 S.D. = 15 Age/grade equivalents Percentile ranks Stanines	• Computer scoring available • Alternate forms available
Stanford Diagnostic Mathematics Test (*The Psychological Corporation*)	• Number Systems and Numeration • Computation • Applications	N		X	X		Percentile ranks Stanines Grade equivalent Scaled scores Progress indicator	• Computer scoring available • 4 Levels available Red - Grades 1, 2 Green - Grades 3, 4, 5 Brown - Tests skills taught by end of Grade 6 Blue - Overlaps some of Brown content and includes skills taught by end of Grade 8
Test of Early Mathematics Ability - Second Edition (TEMA-2) (*Pro·Ed*)	• Concepts of Relative Magnitude • Reading and Writing Numerals • Counting Skills • Number Facts • Calculation • Calculated Algorithms • Base-Ten Concepts	N	X	X (8)			Percentile ranks Age equivalents Standard scores Mean = 100 S.D. = 15	• Includes a book of remedial techniques

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ASSESSMENT OF: **MATHEMATICS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Mathematical Abilities -2 (TOMA-2) (*Pro·Ed*)	• Vocabulary (Math Related) • Computation • General Information (Math Related) • Story Problems • Attitude Toward Math	N		X	X		Standard scores Percentile ranks Overall quotient	

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OBSERVATION

"Observation involves the examination of student behavior within context of the natural environment...producing information that cannot be obtained from any other type of assessment procedure." (McLaughlin, Lewis, 1994, p. 97.) This information becomes crucial to educators when developing prereferral intervention plans. It is important information as the IEP Team determines eligibility for special education services.

ASSESSMENT OF: **OBSERVATION**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Behavior Assessment System for Children (BASC) Student Observation System (SOS) (*AGS*)	• Observation of Classroom Environment (For other areas tested, see Behavior section in this document.)		X (2)	X	X		None Individual ratings may be compared to self or others	• Observation is completed using the SOS protocol and inferences are developed
Child Behavior Checklist Direct Observation Form (*Riverside Publishing*)	• Observation of Classroom Environment (For other areas tested, see Behavior section in this document.)		X (4)	X	X		None Individual ratings may be compared to self or others	• Record problems and on-task behavior
The Instructional Environment System - II (*Sopris West*)	• Observation of Classroom Environment • Interview of Parent, Teacher, Student		X	X	X		None	• Data gathering and intervention materials • Has some reproducible forms

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READING

Reading in elementary school is critical to gaining basic skills. In high school, students use their reading skills to gain information from courses in which they are enrolled. Because many people do not meet these expectations, reading is a major concern in assessment of students for special education services (McLoughlin and Lewis, 1990).

Successful reading is a pivotal skill necessary to success in other academic areas, and beyond school, in other life endeavors. Problems with reading may also directly affect disability assessment, therefore, accurately determining reading achievement is paramount to an accurate assessment of and program planning for the student in general.

ASSESSMENT OF: **READING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Gray Oral Reading Test-Diagnostic (GORT-D) (*The Psychological Corporation*)	• Paragraph Reading • Decoding • Word Attack • Work Identification • Morphemic Analysis • Contextual Analysis • Word Ordering	N		X (5-1/2)	X (12)		Percentile ranks Standard scores Subtests: Mean = 10 S.D. = 15 Composite quotients Mean = 100 S.D. = 15	• Profile sheet available for plotting scores
Stanford Diagnostic Reading Test-4 (*The Psychological Corporation*)	• Vocabulary • Phonetic Analysis • Comprehension • Scanning	N		X	X	X	Percentile ranks Stanines Grade equivalent Scaled scores	• 6 Levels - each designed for different age ranges • Computer scoring available • Group administration • Good screener
Test of Early Reading Ability - Second Edition (TERA-2) (*Pro·Ed*)	• Contextual Meaning • Alphabet • Conventions	N	X	X (9)			Percentile ranks NCEs Standard scores Mean = 100 S.D. = 15	• Alternate, equivalent forms available

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ASSESSMENT OF: **READING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Reading Comprehension-3 (TORC-3) (*AGS*)	• General Vocabulary • Syntactic Similarities • Paragraph Reading • Sentence Sequencing • Content - Area Vocabularies (Mathematics, Social Studies, Science) • Reading the Directions of Schoolwork	N		X	X		Age and grade equivalents Percentile ranks Standard scores Subtests: Mean = 10 S.D. = 3 Reading comprehension quotient Mean = 100 S.D. = 15	• Measures comprehension of silent reading with only a small portion testing passage comprehension in a traditional way, (i.e. reading a passage and then answering questions.)
Woodcock-Reading Mastery Tests-Revised/NU (*AGS*)	• Visual Auditory Learning (Form G, only) • Letter Identification (Form G, only) • Word Identification • Word Attack • Word Comprehension • Passage Comprehension • Supplementary Letter Checklist (Form G, only)	N		X	X	X	Percentile ranks Standard scores Mean = 100 S.D. = 15 Age/grade equivalents Relative performance index	• 2 Forms: Form G contains all 6 subtests Form H contains 4 • Computer scoring available • May be used as a diagnostic reading tool

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SPEECH-LANGUAGE

A speech or language disability under IDEA adversely affects a child's educational participation and/or performance in the general curriculum or environment. A disability may be manifested in one or more of the following areas:

- Articulation: The "atypical production of speech sounds…that may interfere with intelligibility" (ASHA, 1993, p. 40). Phonological process errors are often considered from a linguistic perspective. For purposes of assessment delineation, they are included with articulation in this test booklet.

- Language: "…impaired comprehension and/or use of spoken, written, and/or other symbol systems" (ASHA, 1993, p. 40). Impairments may be manifested in the areas of morphology, syntax, semantics, and/or pragmatics.

- Fluency: "…an interruption in the flow of speaking, characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms" (ASHA, 1993, p. 40).

- Voice: "…the abnormal production and/or absence of vocal quality, pitch, loudness, resonance, and/or duration which is inappropriate for an individual's age and/or sex" (ASHA, 1993, p. 40).

ASSESSMENT OF: **SPEECH-LANGUAGE: ARTICULATION/PHONOLOGY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Arizona Articulation Proficiency Scale, Third Revision (*Western Psychological Services*)	• Articulation	N	X	X	X		Standard scores Total score Intelligibility ratings	• Provides printed word list for older students
Assessment of Phonological Processes - Revised (*The Psychological Corporation*) (*Pro·Ed*)	• Phonological Processes	C	X	X	(12)		Error pattern analysis	• Contains a screening section
Bankson-Bernthal Test of Phonology (BBTOP) (*Slosson*)	• Phonological Processes • Articulation	N	X	X (9.0)			Standard scores Percentile ranks	Provides for: • Consonant articulation analysis • Phonological process analysis • Whole word accuracy analysis

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ASSESSMENT OF: **SPEECH-LANGUAGE: ARTICULATION/PHONOLOGY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Fisher-Logemann Test of Articulation Competence (*Pro·Ed*) (*The Psychological Corporation*)	• Articulation		X	X	X	X	None	• Based on place and manner of articulation
Goldman - Fristoe - 2 Second Edition (*AGS*)	• Articulation	N	(2)	X	X	(21)	Standard scores with separate normative data for males/females	• Updated version released in 2000
Kahn-Lewis Phonological Analysis (*AGS*)	• Uses results of GFTA-2 for phonological analysis		X				Composite scores Percentile ranks Age scores	• Manual provides guidelines for planning remediation

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ASSESSMENT OF: **SPEECH-LANGUAGE: ARTICULATION/PHONOLOGY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Phonological Abilities Test (*The Psychological Corporation*)	• Phonological Weaknesses	N	X (5)	X (7)			Percentile equivalent by chronological ages	• Helps identify students who are at risk of experiencing reading difficulties
Photo Articulation Test - Third Edition (PAT-3) (*Pro·Ed*)	• Articulation	N	X	X (8.11)			Standard scores Percentile ranks Age equivalents	• Includes vowel assessment
Quick Screen of Phonology (*Pro·Ed*)	• Articulation and Phonological Production	N	X	X (7.11)			Screener only - cutoff scores	• Test items are from Bankson - Bernthal Test of Phonology

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ASSESSMENT OF: **SPEECH-LANGUAGE: ARTICULATION/PHONOLOGY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Secord Contextual Articulation Tests (S-CAT) (*AGS*)	• Two sections: CPAC tests phonemes in words, clusters, and sentences • SPAC extends assessment to connected speech			X	X		Percentages Severity ratings	• Includes 30,000 training words for contextual training (TWCT) • Sample IEP goals
Smit-Hand Articulation and Phonology Evaluation (SHAPE) (*Pro·Ed*)	• Articulation and Phonology	N	X	X (9)			Criterion scores	• Uses multiple samples of frequently used phonemes and clusters
Structured Photographic Articulation Test featuring Dudsberry (*SPAT-D*) (*Super Duper*)	• Articulation • Phonology	N	X	X (9)			Percentile ranks	• Assesses 59 single phonemes and 21 blends

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ASSESSMENT OF: **SPEECH-LANGUAGE: ARTICULATION/PHONOLOGY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Templin-Darley Test of Articulation - 2nd Edition (*Speech Bin*)	• Articulation diagnostic tests for /r/,/l/,&/s/ clusters (includes the Iowa Pressure Articulation Test)	N	X	X (8)			General articulation proficiency	• Aids in assessing high-pressure consonants in students with velopharyngeal insufficiency
Test of Minimal Articulation Competence (T-MAC) (*The Psychological Corporation*)	• Single Consonants, Blends, Vowels, Diphthongs, Vocalic /r/		X	X	X	X	Developmental Articulation Index	• Contains screening probes • Sentence tasks for older children
Weiss Comprehensive Articulation Test (WCAT) (*Slosson*)	• Articulation Disorders and Delays	N	X	X	X	X	Articulation scores Age-equivalent scores Intelligibility scores Stimulabiltiy scores	• Designed for all ages

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ASSESSMENT OF: **SPEECH-LANGUAGE: COMPREHENSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Bankson Language Test-Second Edition (BLT-2) (*Slosson*)	• Semantic Knowledge • Morphological/ Syntactical Rules • Pragmatics	N	X	X (6-11)			Standard scores Percentile ranks	• Short form available to screen for language problems
Clinical Evaluation of Language Fundamentals (CELF-3) (*Communication Skill Builders - The Psychological Corporation*)	• Receptive Sentence Structure Concepts and Directions Word Classes • Expressive Word Structure Formulated Sentences Recalling Sentences	N		X	X	X Up to 21	Composite scores Standard scores Mean = 100 S.D. = 15 Percentile ranks Language age	• Comprehensive • Contains both receptive and expressive components • Spanish Edition available • Computer scoring software available
Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) (*Communication Skill Builders - The Psychological Corporation*)	Subtests: • Basic Concepts • Sentence Structure • Word Structure • Formulating Labels • Recalling Sentences • Linguistic Concepts	X	X	X (6.11)			Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalents	• Comprehensive • Contains both receptive and expressive components

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ASSESSMENT OF: **SPEECH-LANGUAGE: COMPREHENSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Fullerton Language Test for Adolescents-Second Edition (*Pro·Ed*)	• Receptive and Expressive Language Skills	N			X	X	Standard scores	• Administration time is one hour
Oral and Written Language Scales (OWLS) (*AGS*)	• Listening Comprehension • Oral Expression • Written Expression	N	X 5+ for writ-ten	X	X	To 21	Standard scores Percentile ranks Stanines Age equivalents	• Computer scoring available • Must purchase tests separately, i.e., Written Expression is separate from Oral Language Test • Written Expression may be administered individually or in group
Preschool Language Assessment Instrument (PLAI) (*Pro·Ed*)	• Interpretation of Vocabulary, Concepts, and Language Structure into Classroom Environment	N	X				Percentile ranks	• Based on classroom discourse. Good for program planning.

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ASSESSMENT OF: **SPEECH-LANGUAGE: COMPREHENSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Preschool Language Scale-3 (PLS-3) (*Communication Skill Builders - The Psychological Corporation*)	• Auditory Comprehension • Expressive Communication	N	X 0-6 11				Total Language Auditory Comprehension Expressive Communication Standard scores Mean = 100 S.D. = 15 Percentile ranks Language age	• Comprehensive • Contains both receptive and expressive components • Spanish Edition available
Raynell Developmental Language Scales (RDLS) (*Slosson*)	Verbal Comprehension (Receptive Skills) Expressive Language • Structure • Vocabulary • Content	N	X				Standard scores Percentile ranks Developmental ages	• Receptive section provides versions for verbal and nonverbal children

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ASSESSMENT OF: **SPEECH-LANGUAGE: COMPREHENSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Adolescent and Adult Language - 3 (TOAL-3) (*Pro·Ed*)	• Listening/Vocabulary • Listening/Grammar • Speaking/Vocabulary • Speaking/Grammar • Reading/Vocabulary • Reading/Grammar • Writing/Vocabulary • Writing/Grammar	N			X	X (25)	Standard scores Mean = 100 S.D. = 15	• Useful in that it measures older students' ability in language • Measures receptive and expressive language
Test of Early Language Development (TELD-3) (*Pro·Ed*)	Oral Language Areas of: • Receptive Language • Expressive Language • Syntax • Semantics	N	X (2.7)	X (7. 11)			Standard scores Percentile ranks Age equivalents	• Provides subtest and total scores
Test of Language Competence - Expanded Edition (*The Psychological Corporation*)	• Ambiguous Sentences • Listening Comprehension • Oral expression • Memory	N	X (5)	X	X		Percentile ranks Age equivalents Stanines Standard scores Subtests: Mean = 10 S.D. = 3 Total Test: Mean = 100 S.D. = 15	• Contains a quick screening composite

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ASSESSMENT OF: **SPEECH-LANGUAGE: COMPREHENSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Language Development - Intermediate: 3 (TOLD-I:3) (*AGS*) (*Pro·Ed*)	• Sentence Combining • Vocabulary • Word Ordering • Generals • Grammatic Comprehension • Malapropisms	N	X (8.5)	X (12)			Standard scores Percentile ranks	• Assesses both receptive and expressive language development
Test of Language Development - Primary:3 (TOLD-P:3) (*AGS*)	• Picture Vocabulary • Oral Vocabulary • Grammatic Understanding • Sentence Imitation • Grammatic Completion • Word Discrimination • Word Articulation	N	X (4)	X (8)			Standard scores Percentile ranks Age equivalents Mean = 100 S.D. = 15	• Assesses both receptive and expressive language development
Utah Test of Language Development-Third Edition (UTLD-3) (*Pro·Ed*)	• Expressive and Receptive Language Skills		X	X (4-11)			Standard scores for subtests Mean = 10 S.D. = 3 Total language quotient Mean = 100 S.D. = 15 Percentile ranks	• Uses developmental approach to determine language competence

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Carrow Elicited Language Inventory (*AGS*)	• Grammar • Syntax	N	X	7-11			Standard scores Percentile ranks	• Responses obtained through elicited sentence imitation • Audio training tape
Comprehensive Assessment of Spoken Language (CASL) (*AGS*)	Oral language skills: • Semantics • Syntax • Supralinguistics • Pragmatics	N	X	X	X	(21)	Standard scores Mean = 100 S.D. = 15 Percentile ranks Stanines	• May be used in language or learning disability eligibility determination criteria • Computer scoring available • Descriptive analysis worksheets available online
Expressive One-Word Picture Vocabulary Test - 2000 Edition (*Pro·Ed*)	• Single Word Expressive Vocabulary	N	X (2)	X	X (18. 11)		Standard scores Mean = 100 S.D. = 15 Percentile ranks Stanines Age equivalents	• Spanish form available, but not standardized on English-speaking children • Total score only • Screener section

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Expressive Vocabulary Test (EVT) (*AGS*)	• Expressive Vocabulary • Word Retrieval For Standard English	N	X (2)	X	X	X (90)	Standard scores Mean = 100 S.D. = 15 Percentile ranks Stanines Age equivalents	• Computer scoring available • Conormed with PPVT-III
Structured Photographic Expressive Language Test - II (SPELT-II) (*Super Duper*)	• Morphology • Syntax	N	X (4)	X (9.5)			Standard scores Percentile ranks Age equivalent scores	
Structured Photographic Expressive Language Test - Preschool (SPELT-P) (*Janelle Publications*)	• Morphology • Syntax	N	X				Cut-off scores Standard deviations	• Articulation screening form is provided with test

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Structured Photographic Expressive Language Test-II (SPELT-II) (*Janelle Publications*)	• Expressive Language	N	X	X (4.0)	X (9.5)		Standard scores Percentile ranks Age equivalents	• Spanish version available
Test for Examining Expressive Morphology (TEEM) (*Communication Skill Builders*)	• Morphological Development	C	X	X (8)			Age range scores Standard deviations	• Examines bound morpheme development
Test of Adolescent/Adult Word Finding (TAWF) (*AGS*)	• Expressive Word-Finding Difficulties	N			X	X	Standard scores Percentile ranks	

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Children's Language (*Academic Communication Associates*) (*Pro·Ed*)	• Spoken Language • Writing Ability • Reading Skills	N	X (5)	X (8.11)			Standard scores	• Uses storybook format
Test of Problem Solving - Adolescent (TOPS) (*Linguisystems*)	• Expressive Language • Thinking • Problem-Solving Skills	N			X		Standard scores Percentile ranks Age equivalency	• Examines critical thinking skills
Test of Problem Solving - Revised (TOPS-R) Elementary (*Linguisystems*)	• Problem Solving • Determining Solutions • Drawing Inferences • Empathizing • Predictory Outcomes • Context Clues • Vocabulary Comprehension	N		X			Standard scores Percentile ranks Age equivalency	• Examines critical thinking skills

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Word Finding (TWF-2) (*Pro·Ed*)	• Expressive Word-Finding Difficulties	N	X (4)		X (12. 11)		Quotient Standard scores Percentile ranks	• Added section to determine if errors are result of word finding problems or decreased comprehension skills
Test of Word Finding in Discourse (*Riverside Publishing*)	• Word Finding Abilities Through Discourse Analysis	N		X (6-6)	X (12. 11)		Productivity index Word-finding behavior index Percentile ranks Standard scores	• Allows for administration using a standardized or non-standardized procedure
The Expressive Language Test (*Linguisystems*)	• Expressive Language Functioning	N	X (5)	X			Standard scores Percentile ranks Age equivalency	• Combines school-relevant topics with language skills

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
The HELP Test Elementary (*Linguisystems*)	Subtests: • Semantics • Specific Vocabulary • Word Order • General Vocabulary • Question Grammar • Defining	N		X			Standard scores Percentile rank Age equivalency	• Provides overview of functional language
The Patterned Elicitation Syntax Test - Revised (PEST) (*The Psychological Corporation*)	• Syntax	N C	X	X (7.5)			Percentile ranks	• May be used in program planning
The Word Test - Elementary: Revised (*Linguisystems*)	• Expressive Vocabulary and Semantics	N		X (7)	X (11. 11)		Standard scores Percentile ranks Age equivalents	• Assesses individual's grasp of semantic attributes

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ASSESSMENT OF: **SPEECH-LANGUAGE: EXPRESSIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
The Word Test - Adolescent (*Linguisystems*)	• Expressive Vocabulary and Semantics	N			X		Standard scores Percentile ranks Age equivalents	

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ASSESSMENT OF: **SPEECH-LANGUAGE: RECEPTIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Assessment of Children's Language Comprehension (ACLC) (*Pro·Ed*)	• Receptive Language • Syntax	N	X				Percentile ranks Mean scores by ages for comparison	• No oral responses required from child • 1973 publication date
Peabody Picture Vocabulary Test - III (*AGS*)	• Receptive Vocabulary • Listening Comprehension	N	X	X	X	X	Percentile ranks Age equivalents Stanines Standard scores Mean = 100 S.D. = 15	• Two forms • Computer scoring available • Spanish version available
Receptive One-Word Picture Vocabulary Test - 2000 Edition (*Pro·Ed*)	• Receptive Vocabulary	N	X (2)	X	(18 11)		Percentile ranks Stanines Age equivalents Standard scores Mean = 100 S.D. = 15	• Spanish form available, but not standardized and norms based on English-speaking children • Total score only

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ASSESSMENT OF: **SPEECH-LANGUAGE: RECEPTIVE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test for Auditory Comprehension of Language-Third Edition (TACL-3) (*Slosson*)	• Receptive Grammar and Syntax Subtests: Vocabulary Grammatical Morphemes Elaborated Phrases and Sentences	N	X	(9.11)			Standard scores Percentile ranks Age equivalents	

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ASSESSMENT OF: **SPEECH-LANGUAGE: BIRTH - 3**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Early Language Milestone Scale - Second Edition (ELM Scale - 2) (*Pro·Ed*) (*Slosson*)	• Receptive Language • Expressive Language	N	Birth - 4				Standard scores Percentile ranks Age equivalents Global language score	• May be used with older developmentally delayed children
Receptive-Expressive Emergent Language Test - Second Edition (REEL - Second Edition) (*The Psychological Corporation*)	• Receptive and Expressive Language Milestones	C	Birth - 3				Quotients Age scores	• Interview format
Sequenced Inventory of Communication Development - Revised (SICD-R) (*Pro·Ed*) (*Speech Bin*) (*Western Psychological Services*)	• Receptive Section: Discrimination, Awareness, Understanding • Expressive Section: Grammatical/Syntactical Structures	N	X 4-48 mos.				Age scores	• Good for program planning • May be used with older children who are functioning between 4 and 48 months

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ASSESSMENT OF: **SPEECH-LANGUAGE: BIRTH - 3**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
The Rosetti Infant Toddler Language Scale (*Linguisystems*)	• Gestures, Pragmatics, Play Interaction and Attachment, Language Comprehension and Expression	C	Birth - 3				Age profile	• Includes parent or caregiver input

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ASSESSMENT OF: **SPEECH-LANGUAGE: FLUENCY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Assessment of Stuttering Behaviors (*Academic Communication Associates*)	• Fluency in the classroom and at home		X (4)	X (10)			Means Standard deviations Cut-off scores	• Contains a parental diagnostic questionnaire and a classroom fluency checklist
Cooper Assessment for Stuttering Syndromes (CASS) (*Communication Skill Builders*)	• Stuttering in children, adolescents, and adults	C	X	X	X	X	Chronicity checklist Fluency digests Computer generated report	• CASS-C for children 3-13 years of age • CASS-A for adolescents and adults
Crowe's Protocols (*The Psychological Corporation*)	• Characteristics and prognosis of fluency disorders	C	X	X	X	X	Checklists Scales	• Charts allow for monitoring over time

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ASSESSMENT OF: **SPEECH-LANGUAGE: FLUENCY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Fluency Development System for Young Children (TFDS) (*Riverside Publishing*)	• Differential Assessment of Fluency Disorders		X (2)	X (9)			Descriptive	• Program contains assessment procedures, treatment program, and counseling program
Stocker Probe for Fluency and Language - 3rd Edition (*Speech Bin*)	• Differential Diagnosis of Stuttering and Normal Disfluency	C	X				Rating of stuttering severity	• Third edition also contains a section to assess language for aphasia and schizophrenia in adults
Stuttering Prediction Instrument for Young Children (SPI) (*Pro·Ed*)	• History • Reactions • Repetitions • Prolongations • Frequency	N C	X	X (8)			Severity ratings Chronicity prediction	• Especially useful with young children

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ASSESSMENT OF: **SPEECH-LANGUAGE: FLUENCY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Stuttering Severity Instrument for Children and Adults - Third edition (SSI-3) (*Pro·Ed*)	• Frequency • Duration • Physical Concomitants	N	X	X	X	X	Scaled scores Severity ratings	• Manual provides guidelines for planning remediation

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ASSESSMENT OF: **SPEECH-LANGUAGE: VOICE**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Systematic Assessment of Voice (SAV) (*Academic Communication Associates*)	• Breath Support • VPI • Nasality/Denasality • Pitch • Resonance • Loudness	C	X (5)	X	X	X	Inventory	• Assesses functional and organic voice problems
Voice Assessment Protocol for Children and Adults (*Pro·Ed*)	• Vocal Pitch Loudness Quality • Breath Features • Rate/Rhythm	C					No numerical scores - information is descriptive	• No age limitations

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ASSESSMENT OF: **SPEECH-LANGUAGE: PRAGMATICS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Evaluating Communication Competence (*Great Ideas for Teaching*)	• Everyday Communication Interaction	C					Cut-off scores	• Designed for Grades 4-12
Test of Pragmatic Language (TOPL) (*The Psychological Corporation*)	• Pragmatic Language Development	N	X (5)	X	X (13)		Quotients Age equivalents Percentile ranks	• May be used as a criterion-referenced assessment for students older than age norms

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ASSESSMENT OF: **SPEECH-LANGUAGE: PHONOLOGICAL AWARENESS PROCESSING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Comprehensive Test of Phonological Processing (CTOPP) (*Pro·Ed*)	• Phonological Awareness • Phonological Memory • Rapid Naming		X (5)	X	X	X (24. 11)	Phonological awareness quotient Phonological memory quotient Rapid naming quotient Standard scores Percentile ranks Age/grade equivalents	• Spans wide age range
Test of Phonological Awareness (*The Psychological Corporation*)	• Children's Awareness of Individual Sounds	N	X (5)	X (8)			Percentile ranks Standard scores	• Scores are strongly related to reading growth • May be administered individually or in groups
The Phonological Awareness Test (*Linguisystems*)			X (5)	X (9)			Developmental ages	• Shows link between oral language development and early reading

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ASSESSMENT OF: **SPEECH-LANGUAGE: AUDITORY PROCESSING/PERCEPTION/DISCRIMINATION**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Goldman-Fristoe-Woodcock Test of Auditory Discrimination (*AGS*)	• Speech Sound Discrimination Ability in Quiet and Noise	N	X (4)	X	X	X (70)	Standard scores Mean - 50 S.D. - 10 Percentile ranks	• Requires tape administration
Language Processing Test - Revised (*Linguisystems*)	Subtests: • Labeling • Stating Functions • Associations • Categorization • Similarities • Differences • Multiple Meanings • Attributes	N	X (5)	X			Standard score Percentile ranks Age equivalency	• Assesses ability to process, organize, and attach meaning to auditory information
Lindemood Auditory Conceptualization Test (LAC) (*Pro·Ed*) (*Riverside Publishing*)	• Speech Sound Discrimination Single Sounds and in Sequence	C	X	X	X	X	Grade levels	• Not recommended for use with lower intellectually functioning students

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ASSESSMENT OF: **SPEECH-LANGUAGE: AUDITORY PROCESSING/PERCEPTION/DISCRIMINATION**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
SCAN-A Test for Auditory Processing Disorders in Adolescents and Adults (*The Psychological Corporation*)	• Auditory Processing in Adolescents and Adults	N			X	X	Standard scores Percentile ranks	
SCAN-C Test for Auditory Processing Disorders in Children - Revised (*The Psychological Corporation*)	• Auditory Processing in Children	N	X (5)	X			Standard scores Percentile ranks	• Must use a CD player for administration • Computer scoring program available
Test of Auditory Perceptual Skills - Revised (TAPS-R) (*Pro·Ed*) (*Speech-Bin*)	Subtests: • Auditory Number Memory Forward • Auditory Number Memory Reversed • Auditory Word Memory • Auditory Interpretation of Directions • Auditory Word Discrimination	N	X (4)	X	X (13)		Standard scores Scaled scores Percentile ranks Stanines	• May be used as part of CAPD battery or as a second test for SLI eligibility

ASSESSMENT OF: **SPEECH-LANGUAGE: AUDITORY PROCESSING/PERCEPTION/DISCRIMINATION**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Auditory Perceptual Skills: Upper Level (TAPS:UL) (*Pro·Ed*)	Subtests: • Auditory Number Memory Forward • Auditory Number Memory Reversed • Auditory Word Memory • Auditory Interpretation of Directions • Auditory Word Discrimination				X		Standard scores Scaled scores Percentile ranks Stanines	• May be used as part of CAPD battery or as a second test for SLI eligibility
Test of Auditory Reasoning and Processing Skills (TARPS) (*Speech Bin*)	• Auditory Processing including Making Inferences, Drawing Conclusions, and Interpretation	N	X (5)	X	X (14)		Standard scores	
The Listening Test (*Linguisystems*)	• Main idea • Details • Concepts • Reasoning • Story Comprehension	N		X			Standard scores Percentile ranks Age equivalency	• Results relate to classroom performance

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ASSESSMENT OF: **SPEECH-LANGUAGE: AUDITORY PROCESSING/PERCEPTION/DISCRIMINATION**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Wepman Test of Auditory Discrimination - Second Edition (*Western Psychological Services*)	• Discrimination between Commonly used English Phonemes	N	X (4)	X (8)			Standard scores Scaled scores Percentile ranks Stanines	• Child must understand concept of "same" and "different"

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ASSESSMENT OF: **SPEECH-LANGUAGE: ORAL MOTOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Dysarthria Examination Battery (*Communication Skill Builders*)	• Motor Speech Disorders	C	X	X	X	X	Criterion referenced scores	• Assesses speech performance for functional communication
Screening Test for Developmental Apraxia of Speech (STDAS) (*Pro·Ed*)	• Differential Diagnosis of Speech Apraxia		X (4)	X	X (12)		Age scores	• Screening test to determine the need for additional testing
The Apraxia Profile (*Communication Skill Builders*)	• Motor Sequencing Deficits		X	X	X (13)		Differential diagnosis of developmental verbal apraxia	• Format helps document progress over time

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ASSESSMENT OF: **SPEECH-LANGUAGE: ORAL MOTOR**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
The Verbal Motor Production Assessment for Children (VMPAC) (*Communication Skill Builders*)	• Global Motor Control • Focal Oromotor Control • Sequencing	N	X	X			Percentile ranks	• Training video demonstrating test administration is included

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ASSESSMENT OF: **SPEECH-LANGUAGE: TRAUMATIC BRAIN INJURY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Ross Information Processing Assessment (*Pro·Ed*)	• Immediate Memory • Recent Memory • Remote Memory • Spatial Orientation • Orientation to Environment • Recall of General Information • Problem Solving and Abstract Reasoning • Organization • Auditory Processing and Retention	N			X 15	X	Subtest scores Percentile ranks	
Ross Information Processing Assessment - Primary (*Pro·Ed*)	Subtests: Ages 5-12 • Immediate Memory • Recent Memory • Spacial Orientation • Recall of General Information Ages 8-12 • Temporal Orientation • Organization • Problem Solving • Abstract Reasoning	N	X (5)	X	X (to 12 11)		Percentile ranks Standard scores Mean = 100 S.D. = 15	

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ASSESSMENT OF: **SPEECH-LANGUAGE: TRAUMATIC BRAIN INJURY**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Scales of Cognitive Ability for Traumatic Brain Injury (*Pro·Ed*)	• Perception/ Discrimination • Orientation • Organization • Recall • Reasoning	N			X	X	Standard scores	• Age span includes preadolescents through adults

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ASSESSMENT OF: **SPEECH-LANGUAGE: HEARING IMPAIRED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Auditory Perception Test for the Hearing Impaired (*Pro·Ed*)	• Phoneme Recognition in Isolation, Words and Sentences	C	X (5)	X	X	X	Performance profile for pre-post-test comparison	• May be used with students displaying auditory processing deficits
Carolina Picture Vocabulary Test for Deaf and Hearing Impaired (*Pro·Ed*)	• Receptive Sign Vocabulary	N	X (4)	X			Scaled scores Percentile ranks Age equivalents	
Early Speech Perception Test (ESP) (*Central Institute for the Deaf*)	• Measures Effects of Auditory Training and Cochlear Implants, Hearing Aid or Tactile Aid	C	X	X				

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ASSESSMENT OF: **SPEECH-LANGUAGE: HEARING IMPAIRED**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Grammatical Analysis of Elicited Language (GAEL) (*Central Institute for the Deaf*)	Imitative sentences - • Presentence Level (P) • Sentence Level (S) • Complex Sentence Level (C)							• Ages GAEL-P: HI 3-6 GAEL-S: HI 4-9 Non-HI 2.6-5 GAEL-C: HI 8-12 Non-HI 3-6 • May be used with children who are HI, LD, aphasic, autistic, or SLI.
Rhode Island Test of Language Structure (RITLS) (*Pro·Ed*)	• Language Development and Language Structure Through Syntax Response Errors	N C	X	X	X	X (20)	Percentile ranks Age equivalents	• May be used with hearing children ages 3-6
Teacher Assessment of Grammatical Structure (TAGS) (*Central Institute for the Deaf*)	• Understanding and Use of Grammatical Structure							• Ages: HI 0-12 Non HI 2-5

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ASSESSMENT OF: **SPEECH-LANGUAGE: ESL STUDENTS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Bilingual Vocabulary Assessment Measure (*Academic Communication Associates*)	• Screens Expressive Vocabulary for Common Nouns	C	X	X	X	X	No scores	• Vocabulary labels are provided for English, Spanish, French, and Italian • Vietnamese may be ordered separately
Language Assessment Scales (*CTB/McGraw-Hill*)	• Listening • Speaking • Reading • Writing			X Gr. 2	X	X Gr. 12	Measures English proficiency in reading and writing	
Screening Test of Spanish Grammar (*Academic Communication Associates*)	• Syntax in Native Language		X				Percentile ranks Scaled scores	• Administered to Spanish speaking children only

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ASSESSMENT OF: **SPEECH-LANGUAGE: ESL STUDENTS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Spanish Articulation Measures - Revised (SAM-R) (*Academic Communication Associates*)	• Individual Phonemes • Phonological Processes in Spanish			X	X	X	Acquisition of phonemes	• Includes summary to facilitate interpretation of test results • Should be administered by bilingual professionals
Spanish Language Assessment Procedures - Revised (SLAP) (*Academic Communication Associates*)	• Basic Concepts • Following Oral Directions • Requestings • Sequencing • Inferences • Questions	C	X	X (9)			Cut-off scores	• Articulation screening section
Spanish Test for Assessing Morphologic Production (STAMP) (*Academic Communication Associates*)	• Spanish Morpheme Development	N	X (5)	X			Standard deviations	

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ASSESSMENT OF: **SPEECH-LANGUAGE: CONCEPTS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Boehm Test of Basic Concepts - Preschool Version (*The Psychological Corporation*)	• Mastery of Concepts Related to Comprehension of Verbal Instructions and Early School Success	N	X				Percentile ranks NCEs	• May be administered individually or in groups
Boehm Test of Basic Concepts - Revised (*The Psychological Corporation*)	• Mastery of Basic Concepts	N		Grades K-2			Percentile ranks	• May be administered individually or in groups
Bracken Basic Concept Scale - Revised (*The Psychological Corporation*)	• Receptive Language Skills and Concept Acquisition		X	X (8)			Standard scores Percentile ranks Age equivalents	• Spanish edition of record form available for criterion-referenced use

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ASSESSMENT OF: **SPEECH-LANGUAGE: MISCELLANEOUS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Assessing Semantic Skills Through Everyday Themes (ASSET) (*Linguisystems*)	• Receptive and Expressive Semantic Skills	N	X	X (9.11)			Standard score Percentile ranks Age equivalency	
Communication Abilities Diagnostic Test (CADET) (*Applied Symbolics*)	• Syntax • Semantics • Pragmatics	N	X	X (9)			Standard scores Percentile ranks Age equivalents	• Group administered
Comprehensive Receptive and Expressive Vocabulary (CREVT) (*Pro·Ed*)	• Receptive Vocabulary (Listening) • Expressive Vocabulary (Oral)	N	X	X	X		Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalents	• Available in computer-administered version • Assesses semantic development only

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ASSESSMENT OF: **SPEECH-LANGUAGE: MISCELLANEOUS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Evaluating Acquired Skills in Communication - Revised (EASIC) (*The Psychological Corporation*)	• Pre-Language • Receptive Skills • Expressive Skills		X (3 mos.)	X (8)			Age scores Skills profile	• Aids in program planning
Functional Communication Profile (*Linguisystems*)	• Sensory/Motor • Attentiveness • Receptive/Expressive • Language • Pragmatics • Speech Production • Voice • Oral Motor • Fluency		X	X	X	X	Profile of communication effectiveness	• Evaluates communicative effectiveness for developmentally delayed students
Kaufman Survey of Early Academic and Language Skills (K-SEALS) (*AGS*)	• Receptive and Expressive Vocabulary Subtests: • Vocabulary • Numbers, Letters and Words • Articulation Survey	N	X	X			Standard scores Percentile ranks Age equivalents	• Design allows for semantic assessment

ASSESSMENT OF: **SPEECH-LANGUAGE: MISCELLANEOUS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Oral Speech Mechanism Screening Examinations - Third Edition (*Pro-Ed*)	• Structure and Function of Oral Mechanism	N C	X (5)	X	X	X	Cut-off scores	• Examines Structure and Function • Includes audiotape for training
Test of Oral Structures and Functions (TOSF) (*Slosson*)	• Assesses Oral Mechanism in Terms of Structure and Function	N		X			Scaled scores	• Checklist format
Test of Word Knowledge (TOWK) (*The Psychological Corporation*)	• Receptive and Expressive Semantic Knowledge	N	X (5)	X	X		Standard scores Age equivalents Percentile ranks	• May be used as a criterion-referenced measure of semantics following TBI

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ASSESSMENT OF: **SPEECH-LANGUAGE: MISCELLANEOUS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
The Non Speech Test (*Super Duper*)	• Assesses Receptive and Expressive Language Abilities for Children who are Nonspeaking	N	X (0-4)				Observations	• Designed for children between ages birth - 48 months, and children with multiple handicaps whose functional level is suspected to be between 0 and 48 months
Wiig Criterion - Referenced Inventory of Language (Wiig-CRIL) (*The Psychological Corporation*)	• Semantics • Pragmatics • Morphology • Syntax	C	X (4)	X	X (13)		Criterion-referenced scores	• Suggested as follow-up to standardized testing to assist in program planning

ASSESSMENT OF: **SPEECH-LANGUAGE: WRITTEN LANGUAGE SKILLS**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Test of Written Expression (*Pro·Ed*)	Items Section • Ideation • Semantics • Syntax • Capitalization • Punctuation • Spelling Essay Section • Writes essay for which a prompt is provided	N		X	X (14)		Standard scores Mean = 100 S.D. = 15 Percentile ranks Age equivalents	
Test of Written Language-3 (*Pro·Ed*)	Contrived Subtests • Vocabulary • Spelling • Style • Logistical Sentences • Sentence Combining Spontaneous Formats • Contextual Conventions • Contextual Language • Story Construction	N		X	X		Standard scores Mean = 100 S.D. = 15 Percentile ranks	• Computer scoring available

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ASSESSMENT OF: **SPEECH-LANGUAGE: SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Adolescent Language Screening Test (ALST) (*Pro·Ed*)	• Language Use • Content • Form			X (11)	X (17)		Identifies need for total communication or extension testing	• Provides basis for recommending further evaluation
Clinical Evaluation of Language Fundamentals (CELF-3) Screening Test (*The Psychological Corporation*)	• Receptive and Expressive Language	C		X	X	X (21)	Cut-off scores	• Items parallel CELF-3
Fluharty Preschool Speech and Language Screening Test - Second Edition (*Pro·Ed*)	• Articulation • Receptive and Expressive Language • Composite Language	N	X 3-6.11				Standard scores Percentile ranks Age equivalents	• Helps identify children in need of in-depth diagnostic testing

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ASSESSMENT OF: **SPEECH-LANGUAGE: SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Joliet 3-Minute Preschool Speech and Language Screen (*Pro·Ed*)	• Phonology • Grammar • Semantics	C	X	X (4.5)			Cut-off scores	• Computerized record-keeping system - screening use only - not for eligibility
Joliet 3-Minute Speech and Language Screen (*Pro·Ed*)	• Phonology • Grammar • Semantics	X		X (5)	X		Cut-off scores	• Designed for use with children in kindergarten, second and fifth grades
Kindergarten Language Screening Test (KLST-2) (*Pro·Ed*)	• Receptive and Expressive Language Competence	N	X	X (7)			Cut-off scores	• Helps to identify children who are at risk for academic failure due to language deficits

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ASSESSMENT OF: **SPEECH-LANGUAGE: SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Riley Articulation and Language Test - Revised (RALT-R) (*Slosson*)	Subtests: • Language Proficiency • Articulation Function • Language Function	N	(5)	X			Articulation and language loss scores Language function score	• Designed for use with Grades K, 1, 2
Screening Kit of Language Development (SKOLD) (*Slosson*)	• Vocabulary • Comprehension • Story Completion • Sentence Repetition Commands		X (2.6 - 4)				Profiles	• May be used with older children who are developmentally delayed
Screening Test for Developmental Apraxia of Speech (STDAS) (*Pro·Ed*)	• Assists in Differential Diagnosis of Apraxia	C	X (4)	X	X (13)		Raw scores Weighted scores	• Screening instrument only - not to be used for eligibility

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ASSESSMENT OF: **SPEECH-LANGUAGE: SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Slosson Articulation, Language Test with Phonology (SALT-P) (*Slosson*)	Screens areas of: • Articulation • Phonology • Language	N	X				Total composite score Cut-off scores	• Screening format • Helps identify children in need of further assessment
Speech-Ease Screening Inventory (K-1) (*Pro·Ed*)	• Articulation • Expressive and Receptive Vocabulary • Comprehension Ability			X (5-7)			Cut-off scores	• Identifies need for further testing • Designed for use in grades K-1
Test of Children's Language (TOCL) (*Pro·Ed*)	• Language • Reading • Writing		X (5)	X (8.11)			Standard scores Percentile ranks Age equivalents	• Helps identify strengths/weaknesses in language components and children at risk for failure in reading and writing

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VISION SCREENING

Vision screening is appropriate for apparently normal children. Recent evidence suggests that parents are often the first to notice an eye or vision problem, including serious problems such as low vision or blindness or congenital cataracts. Parents who suspect an eye or vision problem should be encouraged to get a diagnostic examination for their child. Since screening is not diagnostic, a vision screening is an insufficient basis to tell whether or not the child actually has a problem. It simply tells us we need a thorough vision evaluation.

Any child can fail a visual acuity screening for visual or non-visual reasons. In some cases, the screener may feel quite certain that a referral is needed. For instance, a child who does quite well with one eye clearly understands the test and is capable of responding accurately. If the child's responses are worse with the other eye, an immediate referral is appropriate. Other factors, such as a family history of vision problems or obvious anomalies to the eyes or eye area, may make immediate referral the best course.

ASSESSMENT OF: **VISION SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Teller Acuity Cards	• Visual acuity	C	X	X			Visual acuity Pass/fail	• These can only be used in a diagnostic setting as the information obtained must be professionally interpreted
HOTV Test (HOTV letters on chart) (*LogMar Charts*)	• Visual acuity	C*		X	X	X		• For apparently normal children with no obvious vision problem
LEA Presicion Vision (Apple, house, umbrella) (*LogMar Charts*)	• Visual acuity	C*	X	X			Pass/fail	• If there are school personnel or parental concerns, the screening should be skipped and a referral made for optometric or ophthalmologic evaluation.

*Compared to Snellen Acuity Chart

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ASSESSMENT OF: **VISION SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Low Vision Evaluation	• Vision	C	X	X	X	X	Measures residual vision and evaluates how vision can be maximized through the use of low vision aids	• Recorded in visual acuities and field of vision as well as cause of vision loss, prognosis, and suggested aids
Functional Ability Evaluation	• How residual vision is used	C	X	X	X	X	Measures how student functions with vision loss and how he uses his residual vision	• Recorded in performance capabilities using the measurement of time taken to perform tasks, size of object, and distance from object

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ASSESSMENT OF: **VISION SCREENING**

INSTRUMENT	AREAS TESTED	Norm-Referenced (N) Criterion-Referenced (C)	AGE RANGE				TYPE OF SCORES	COMMENTS
			Preschool (Ages 3-6)	Elementary (Ages 6-11)	Secondary (Ages 12-18)	Adult (Ages 19+)		
Vision History	• Verbal test	C	X	X	X	X	Questions related to: - The child's eyes or vision as observed by parent; - Relevant family history of eye disorders or early use of glasses; - Whether vision problem suspected by parent; - Past medical history to examine risk factors for vision problems.	• Family history of congenital cataracts, retinoblastoma, positive systemic factors, premature birth, torches, metabolic, genetic diseases, etc., gives cause to skip vision screening and make an immediate referral for a vision evaluation
External inspection of the eyes and eye area	• Eyes and facial area	C	X	X	X	X	Observed abnormality No observed abnormality	Examples of problems that warrant a referral for a vision evaluation: • redness of eyes • swelling of lids • crossed eyes or eye turn • rubbing eyes excessively • eccentric viewing • headaches • squinting • head turns

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APPENDICES

APPENDIX A

IDEA '97 EXCERPT CONCERNING EVALUATIONS

The Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) provides specific guidance as to the "Conduct of Evaluation," Sec. 614.(b)(2)(A-C) and additional requirements in 614(b)(3)(A-D).

Specifically, the Amendments state:

b) EVALUATION PROCEDURES

(1) NOTICE- The local educational agency shall provide notice to the parents of a child with a disability, in accordance with subsections (b)(3), (b)(4), and (c) of section 615, that describes any evaluation procedures such agency proposes to conduct.

(2) CONDUCT OF EVALUATION- In conducting the evaluation, the local educational agency shall --

(A) use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities;

(B) not use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and

(C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

(3) ADDITIONAL REQUIREMENTS- Each local educational agency shall ensure that --

(A) tests and other evaluation materials used to assess a child under this section --
(i) are selected and administered so as not to be discriminatory on a racial or cultural basis; and
(ii) are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and

(B) any standardized tests that are given to the child --
(i) have been validated for the specific purpose for which they are used;
(ii) are administered by trained and knowledgeable personnel; and
(iii) are administered in accordance with any instructions provided by the producer of such tests;

(C) the child is assessed in all areas of suspected disability; and

(D) assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

APPENDIX B

DETERMINING TEST APPLICABILITY

Because inferences are made from test information, it is important for educators to have a basic understanding of test validity, reliability, and norms. This is not meant to be Statistics 101, rather a reminder of the importance of using the latest, best instruments available when making decisions that will affect students' lives.

Validity

Test validity is the most important technical aspect of a test instrument. Validity is the umbrella under which all other technical aspects are covered. That is, in order to make valid inferences about students, a test must have good reliability, adequate norms, and be as free of bias as possible. Test validation is actually a process whereby information is gathered over time to substantiate the inferences possible with a particular test instrument. "The type and the quality of a test generally relates to the validity of the inferences that can be drawn from it." (Salvia, Ysseldyke, 1998, p. 166)

A test's validity may also be determined by: content validity, criterion-related validity, and construct validity.

1. Content validity refers to whether or not the test measures the domain it purports to measure.
2. Criterion-related validity may be viewed in two ways:
    a. Concurrent criterion-related validity refers to the relationship of this test to another current test or measure of the same or similar domain.
    b. Predictive criterion-related validity refers to how well a student may perform at a later time.
3. Construct validity refers to the degree to which the test measures a theoretical construct such as intelligence.

Reliability

Test reliability lets the evaluator know whether or not the instrument will yield similar results administration after administration. Test reliability is measured by determining the correlation between two tests. The measurement term for the correlation is a "correlation coefficient" expressed by "r". [r = .75; r = .63; etc.] The "r" is expressed as a number between +1.0 to -1.0. A perfect correlation of +1.0 is rare to non-existent. However, the closer to +1.0 the correlation coefficient, the stronger the relationship between the two tests. Therefore, +.85 indicates a stronger relationship than +.60.
A coefficient of +.60 is considered adequate while +.80 and above is considered very good to excellent. The test user must consider the test's purpose. For example, if the student's adaptive behavior is being tested, the examiner wants to be sure to check the test's interrater reliability. If performing pre- and post-tests with the same instrument, then equivalent reliability is necessary. Tests used for eligibility purposes should have as high a reliability coefficient as possible.

The types of reliability are:

- Test-Retest: The same test is administered twice with a period of time between each administration. This produces a way of looking at particular traits being measured over time.
- Equivalent Forms or Alternate Forms: Two forms of the same instrument are used and each student is administered both tests. A high correlation between the two would indicate that both forms of the test are measuring the trait consistently.

- Internal Consistency: Researchers will usually use the split-half reliability method wherein a test is literally split in half forming "two" half-form tests. This allows for determining the reliability of the items for the one test.
- Interrater or Interscorer: It is important to know how different people would rate the same individual. Usually associated with tests that have a great deal of subjectivity such as behavior rating scales, adaptive behavior scales, etc.

Norms

Because an individual's performance on a test is evaluated in terms of other people's performance, i.e., norm tables, the development of test norms is crucial. If the norms are inadequate then the individual's score may be misleading or not true.

Norms should be representative of the population living in the United States including its territories. Representativeness includes factors such as age, gender, socioeconomic level, geography, race, culture, and grade. Also, the sample should be of an adequate size in order to include all of these factors. Currently, test publishers try to include 3,000 or more students in the norming group.

APPENDIX C

INTERPRETING TEST RESULTS

Raw scores are useless when interpreting a norm-referenced test. Therefore, test publishers change the raw scores to derived scores in order that one student's test score may be compared to the others in the norm group. This allows test users to determine the student's relative standing in the group and inferences concerning the student may be made. All interpretations are made by comparing the student to the norming group using derived scores. Derived scores may be grouped into two categories: developmental scores and scores of relative standing (Salvia and Ysseldyke, 1998).

Developmental Scores

Age equivalent scores: The score that is in relation to the average score for that age level. Expressed in terms of years and months such as 8-5. (Eight years, five months.)
Grade equivalent scores: The score that is in relation to the average score for that grade level. Expressed in terms of grades and tenths of grades such as 3.2. (Third grade, second month.)

Scores of Relative Standing

Percentile ranks: Indicate the percentage of people or scores that fall above or below a given score. The 50th percentile rank is at the mean.

- Deciles are percentile bands that are 10 percentiles ranks in width.
- Quartiles are percentile bands that are 25 percentile ranks in width.

Standard scores: Indicate that the set of scores are transformed in order that the mean and standard deviation have standard values.

- *z*-scores: Set of scores wherein the mean is zero and the standard deviation is one.
- T-scores: Set of scores wherein the mean is 50 and the standard deviation is 10.
- Deviation IQs: Set of scores wherein the mean is 100 and the standard deviation is 15 or 16.
- Normal-Curve Equivalents: Set of scores with a mean of 50 and a standard deviation of 21-06. The normal curve is divided into 100 equal parts.
- Stanines: Bands that divide the set of scores into nine equal parts. Stanine means standard nines. Stanines one through three are in the low range; stanines four through six are in the average range; and stanines seven through nine are in the high range.

Explanation of Normal Curve

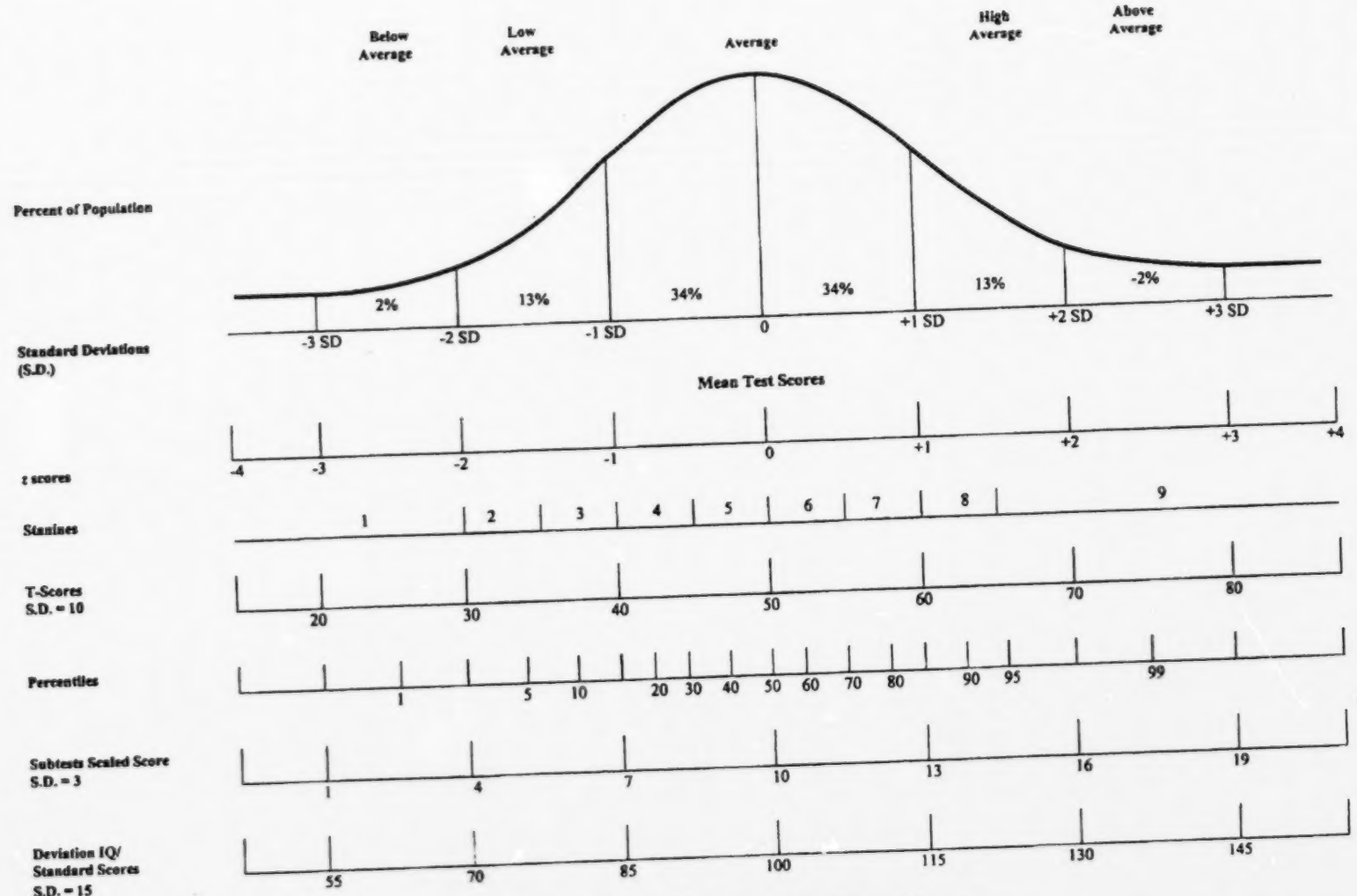
All scores of relative standing are interpreted based on the normal curve as shown on Page C-3. Note that the scores of relative standing are graphically depicted on this chart.

In addition, the normal curve chart depicts subtest scaled scores, with a mean of ten and a standard deviation of three, which are sometimes used in addition to deviation IQ scores, and may be converted to such. Also, a scale depicting standard deviations and their relationship to the mean is the first scale on the chart.

The area from -1SD to +1SD is considered the Average Range which includes 68% of the population. The area from +1SD to +2SD is considered a high average range which includes 13% of the population. The area from +25SD to +3SD is considered above average which includes 2% of the population. The -1SD to -2SD is considered the low average range which includes 13% of the population. The -2SD to-3SD is considered below average including 2% of the population.

Therefore, if Student A has an IQ score of 97, and achievement score of 82, one may conclude that:

- the IQ score is in the Average range
- the achievement score is in the Low Average range



Relationship of Standard Scores to the Normal Curve

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